



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

School Review Unit

Review Report

Al-Honaynia Primary Girls School
East Riffa - Southern Governorate
Kingdom of Bahrain

Date Reviewed: 24 – 26 March 2009

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The School Review Unit

The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the review

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 210

Age range: 7 – 12 years

Characteristics of the school

Al-Honaynia Primary School for Girls has a low student population with only 210 students. Most students come from mid economic level families. The school's building is old and lacks several important educational facilities. Students were distributed among nine classrooms (six in the first cycle and three in the second cycle). 9% of students have learning difficulties. Three consecutive school principals were appointed at the school in the school year of 2007/2008 and a new principal was assigned in the school year of 2008/2009.

Overall effectiveness

- *How effective is the school in meeting the needs of students and their parents?*

Grade: 3 (Satisfactory)

In general, Al-Honaynia Primary School for Girls' effectiveness is satisfactory. The school also obtained good levels of satisfaction from both the students and their parents.

Students' academic achievement levels are satisfactory, as opposed to what is reflected by their final results and proficiency rates in school exams, where they are higher. The lack of consideration of individual differences in teaching has hindered the progress of students in different ability groups, including progress in lessons and homework. However, there are some support classes which are designed to improve the standards for lower ability students. Students with special educational needs achieved satisfactory progress in their academic achievement. This is due to the support they get from the special educational needs specialist.

Students' personal development is satisfactory. They are polite and respect their teachers. Visitors are made welcome by them. Students have confidence and the ability to accept responsibility when opportunities are provided to them. Students contribute in extra curricular activities although their contributions and participation in classes was lower. Students were not provided with enough chances to develop their analytical thinking skills.

The teaching and learning process is satisfactory. The quality of teaching varied in both cycles. Some lessons were good and well-planned for, which reflected positively on the students' participation and achievement of the lesson objectives. On the other hand, in other lessons, the teacher was the centre of the educational process rather than the student being actively involved and students were not given enough opportunities to develop their higher order thinking skills except in some good lessons. In these lessons, the teacher would present the information directly from the textbook and without assessing how well the students understood the lesson.

The quality of curriculum presentation and enhancement is satisfactory. The curriculum is enhanced through providing a motivating learning environment, internal extracurricular activities and educational field trips such as to archeological sites in Bahrain, that assist in developing a sense of citizenship among students. However, these activities did not include all students, in particular the lower achieving students, due to their involvement in support

classes. Student's acquisition of basic skills is satisfactory due to the teaching strategies used. In addition to this, students' acquisition of computer skills is still in its early stages.

The quality of student guidance and support is satisfactory. The personal and educational needs of the students are identified and are generally met. However, the support was not sufficient during lessons. Further, the school is diligent in providing the students with a safe school environment through assessing the various risks, encouraging positive behavioural values and dealing with misbehaviour appropriately.

Leadership and management are satisfactory. The school has a general plan that is based on a SWOT analysis which focuses on key areas. The current management is aware of the school's strengths and areas for improvement. The school plans for these improvements and tries to put these plans into action in order to provide better learning opportunities for students. This has been done despite the too frequent changes of school principal and the fact that the management team has been in the school for only a short period of time. Nevertheless, any further change of school leadership would undoubtedly destabilise the current opportunity for improving the school.

□ *Does the school have the capacity to improve?*

Grade: 3 (Satisfactory)

The school has had too many changes of leadership in recent years to allow it to build more capacity and sustainable practices. Despite this and as well as a lack of sufficient staff last year, the overall academic achievement of students is satisfactory and the current leadership has made a very promising start to improving the school, including establishing self evaluation and monitoring processes. It is critical that the current staffing and leadership is stabilised if satisfactory capacity is to be maintained and improvement sustained.

The school's main strengths and areas for development

Main strengths

- Standards in school exams.
- Behaviour and relationship between students.
- Motivating learning environment.
- Development of citizenship.
- Meeting students' personal needs

Areas for development

- Differentiation for teaching and learning.
- Higher order thinking skills.
- Use of assessment to inform and plan learning.
- Evaluation of strategic planning.
- IT skills

What the school needs to do to improve

In order to improve further, the school should:

- Ensure the stability of the current school leadership and management.
- Develop teaching and learning and training strategies taking into consideration:
 - Development of higher thinking skills of students
 - Integration of subjects
 - Accounting for individual differences when planning lessons and homework
 - Use assessment information to plan learning.
- Build a strategic plan with defined goals and procedures that focus on:
 - evaluation
 - academic achievement
 - personal development

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory